Written by: Senior Leadership Team
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BSO Compliance: Parts 1, 2, 8
Related Documents: Curriculum Procedure, Learning and Teaching Policy, Assessment Policy

This policy sets out the principles that guide curriculum planning and delivery at Byron College. The curriculum is designed to provide a broad education, support students' progress and prepare them for their next stage of learning. The curriculum offered in each year group is described in the school's published curriculum information and current course guides.

Curriculum aims

We aim to provide a curriculum that is broad, balanced and appropriately challenging. It should build knowledge and skills over time, develop confidence in the use of English, and enable students to understand different cultures and perspectives. Our CARE values, Community, Action, Respect and Excellence, inform how students learn and work together.

Planning takes account of students' prior learning, ages and needs. Teachers use assessment to identify progress and adapt teaching. We seek to remove barriers to learning and provide suitable support and challenge, in line with the school's inclusion policies and available provision.

Curriculum structure

In the Early Years, the curriculum is informed by the Early Years Foundation Stage framework and organised around its areas of learning and development. Learning includes play, adult-guided activity and opportunities to develop communication, physical skills and personal, social and emotional development.

In Primary and Key Stage 3, the curriculum is informed by the English National Curriculum and adapted to Byron College's international context in Greece. Students study a range of subjects, including English, mathematics, science, humanities, languages, the arts, computing and physical education. Personal, social and health education is provided through the school's planned programme.

In Key Stages 4 and 5, students follow programmes leading primarily to IGCSE and A Level qualifications. The subjects and pathways offered are reviewed in light of student needs, staffing, resources and examination requirements. Individual choices are subject to the published options process and timetable constraints.

Teaching and assessment

Subject and phase leaders plan sequences of learning that identify the knowledge and skills students should develop. Teachers select approaches and resources suited to the content and their students. Learning beyond the classroom, including trips and enrichment, supports the curriculum where appropriate and practicable.

Assessment helps teachers understand what students know and can do, plan subsequent teaching and communicate progress to students and families. The frequency and form of assessment and reporting are set out in the school's assessment arrangements and relevant course requirements.

Inclusion and wider development

The school seeks to make the curriculum accessible to students with special educational needs or disabilities and to those learning English as an additional language. Teachers work with relevant colleagues to identify reasonable adjustments and appropriate support. The arrangements for identifying and meeting needs are set out in the school's SEND and EAL policies.

The curriculum supports students' personal development, respect for others and understanding of different beliefs and cultures. It provides opportunities to consider civic life, responsibility and the fundamental British values in ways appropriate to students' ages and the school's international setting. Online safety and responsible use of technology are addressed through relevant subjects and school guidance.

Responsibilities and review

The Board of Governors oversees the school's curriculum at a strategic level. The Headteacher is responsible for its implementation. Phase and subject leaders oversee planning and delivery in their areas; teachers plan and teach the curriculum and use assessment to support learning.

School leaders review curriculum breadth, progression and outcomes through the school's normal quality assurance processes. This policy is reviewed at least every two years, and sooner if a significant change to provision or requirements makes that necessary.

Related documents: Curriculum Procedure; Learning and Teaching Policy; Assessment Policy; SEND Policy; EAL Policy.